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Ikastaria

CUADERNOS DE EDUCACION

10, 1-137, 1999
ISSN: 1137-4446**Paulo Freire' s Contributions***Copying of the summary pages is autorised*

Freire, Paulo: Autonomiaren Pedagogia. Hezkuntan jarduteko beharrezko jakiteak (The pedagogy of autonomy. Necessary knowlegde for educational practice) (Orig. eu)

In: Ikastaria. 10, 9-71

Abstract: This last work by the well-known Brazilian pedagogue Paulo Freire offers us the essence of the pedagogic work he carried out during his life. The first part deals with the condition of teaching: methodological rigour, the teachers' respect for knowledge, critical quality, aesthetics, ethics, the materialisation of the word, the abandonment of discrimination and the recognition and assumption of cultural identity. The second part explains that teaching is not a mere transfer of knowledge and comments on the conditions to overcome that limited position. The third part, finally, underlines that teaching is a characteristically human feature and provides a welcome index of aptitudes for this activity.

Key Words: Pedagogy

Flecha, Ramón (CREA. Pº Vall d'Hebron 171. Edif. Levant, desp. 12-13. 08035 Barcelona): Actualidad pedagógica de Paulo Freire (Latest pedagogic news on Paulo Freire) (Orig. es)

In: Ikastaria. 10, 75-81

Abstract: Paulo Freire is the pedagogue who has been referenced the most by the international scientific community. The important homages that have been rendered to him in universities such as Harvard mean the recognition of how advanced he was to the key of current developments in social sciences that, since Habermas,s theory of communicative action, are also based on dialogue. Unfortunately, the reform of teaching has not taken into account such contributions and it has been based on obsolete social and educational conceptions. However, there are already several educational projects that have indeed been updated and, using Freire as one of their references, are making considerable headway in learning for children. Among them are the learning communities of the Basque Country.

Key Words: Dialogue.

Ugartetxea, Arantxa (Eusko Ikaskuntza. Miramar Jauregia - Miraconcha, 48. 20007 Donostia): Keinu pedagogikoa / El gesto pedagógico (The pedagogic gesture) (Orig. eu/es)

In: Ikastaria. 10, 83-93

Abstract: In this ceremony in which Eusko Ikaskuntza-Sociedad de Estudios Vascos, pays tribute to the brazilian pedagogue Paulo Freire, I would like to underline his enormous merit as an educator, all the pedagogical experiences I carried con with him in so many different areas and the fact that his influence still lives on in me.

Key Words: Paulo Freire

Viana, Patxi (Centro de E.P.A. Paulo Freire. Cantón Colegio San Prudencio s/n. 01001 Vitoria-Gasteiz): La experiencia del Centro EPA "Paulo Freire" de Vitoria-Gasteiz (The experience of the EPA Center "Paulo Freire" in Vitoria-Gasteiz) (Orig. es)

In: Ikastaria. 10, 95-100

Abstract: The "Paulo Freire" EPA center works to adapt to the needs and demands of the environment. If the studies directed to the obtainment of the School Graduation channeled at a certain time the lion's share of resources, the need to create new forms of communication and new ways of participation was appreciated. The philosophy of the Brazilian pedagogue, Paulo Freire, always appears in one way or another in the relationship between teacher and pupil at school.

Key Words: Regulated teaching. Non regulated teaching. Pupil: subject of education. Teacher - pupil: a relationship of equality. Social participation.

Rodríguez Bornaetxea, Fito (Euskal Herriko Unib. Filosofia eta Hezkuntza Zientzien Fak. Hezkuntzaren Teoria eta Historia Saila. Tolosa Hiribidea, 70. 20009 Donostia): Paulo Freireren eragina helduen euskal alfabetatzean eta horren ondorioez egin daitezkeen aportazio kritikoak (The influence of Paulo Freire in the literacy of adults in Basque and the consequent critical contributions that can thereof be derived) (Orig. eu)

In: Ikastaria. 10, 101-111

Abstract: On the influence of Paulo Freire in the alphabetizing practices of AEK the consequences are remarkable. AEK has not only applied the Freirian theories of "awareness literacy" of adults in Basque teaching practice, but it has also developed theoretical and practical aspects which up until now were only seeds in the writings of Freire. Thus, the so-called Freirian "cultural awareness" becomes a social and linguistic awareness in AEK which also develops in considerable depth a anti-disglosic method of learning. This has consequences also in the field of psycholinguistics, since contrary to the so called "Canadian immersion model" of language learning that proposes an early teaching of the same, the AEK method makes near-natural cultural learning possible with adult subjects and outside a school environment. The support for a linguistic transformation of entire social environments and not only of subjects is also relevant (work with groups, families, workshops and work centers, etc.). The contributions in fields such as glotodidactic recycling, permanent education and non formal learning areas should likewise not be ignored.

Key Words: Literacy. Basque learning. Antidiglosia. Awareness. Non formal teaching. Permanent education. Glotodidactics.

Mendiguren, Xabier; Ugartetxea, Arantxa; Oregi, Sabin (Eusko Ikaskuntza. Miramar Jauregia. Miraconcha, 48 - 20007 Donostia): Pedagogia da autonomia (Pedagogy in Autonomy) (Orig. eu.)

In: Ikastaria. 10, 115-133

Abstract: After reading in our language that *Pedagogy is Autonomy*, in this process of appropriation, in the road to professionalism that relates to each one of us, this pedagogy has illuminated us, made us sensitive and happy and led us to assume a greater responsibility in our doings. As persons we have felt touched and the need to share some pedagogic reflections has become manifest. In this agreeable work of recollection of the gathering on pedagogy, there is in our wish a Basque reading of Paulo Freire's written word.

Key Words: Pedagogy and Autonomy.

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Fueron creados en 1982, como publicación seriada, para dar a conocer las investigaciones y trabajos de campo realizados por los investigadores de cada una de las Secciones de Eusko Ikaskuntza-Sociedad de Estudios Vascos. Incluyen también números monográficos que recogen actas de jornadas, homenajes y becas de investigación. Cada serie está dirigida por su propio Consejo de Redacción.

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Were created in 1982, as a serial publication, to give to know the investigations and field works done by the researchers in each of the Departments of Eusko Ikaskuntza-Basque Studies Society. They also include some monographic numbers that collect the conference memorandums, homages and researching grants. Each series is directed by its own Editing Board.

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Eusko Ikaskuntza - Sociedad de Estudios Vascos muestra su agradecimiento a los autores que han colaborado en este volumen y de acuerdo con su tradición, respeta todos sus criterios y opiniones, sin que ello signifique que asuma en particular cualquiera de ellos.

Eusko Ikaskuntzak bere eskerrona adierazi nahi die ale honetan parte hartu duten autore guztiei, eta ohi duen gisa hauen denen erizpideak errespetatzen ditu, honek ez duelarik esan nahi bereziki horiekin bat datorrenik.

Eusko Ikaskuntza - Société d'Études Basques remercie les auteurs qui ont collaboré à ce volume et, suivant sa tradition, respecte tous leurs critères et opinions, sans en assumer aucun.

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